DOCUMENT RESUME

ED 197 628 FL 012 115

AUTHOR	Ranard, Don; Hazerson, Wayne
TITLE	Teaching ESL to Illiterate Adults. Adult Education Series #9. Indochinese Refugee Education Guides.
INSTITUTION	Center for Applied Linguistics, Washington, D.C.: English Language Resource Center, Washington, D.C.
SPONS AGENCY	Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE	Feb 81
CONTRACT	600-78-0061
NOTE	71p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; Asian Americans; *English (Second Language); Indochinese; *Literacy Education; *Minimum Competencies; Non English Speaking; Reading Instruction; Refugees; Second Language Instruction; *Second Language Programs; Teaching Methods; Writing Instruction

ABSTRACT

This guide brings together two articles on the teaching of reading to Indochinese refugee adults who are illiterate, semiliterate, or non-Roman alphabet literate. In "Teaching Literacy to Adult Non-Native Speakers of English," Don Ranard addresses the questions of placement in literacy classes, native vs. English literacy, teaching reading and other language skills concurrently, applicability of reading research, and objectives. The whole word method is advocated over the phonic method. A specific program is described and illustrated with a sample lesson. In "Literacy Training for Limited English Speaking Adult Learners," Wayne W. Haverson describes a program that emphasizes minimum competencies in pre-reading skills, survival skills, symbol writing, sight word reading, phonics, and spoken language with written forms exemplified by language experience stories. Examples of exercises in each area are included. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED197628

English Language Resource Center • Center for Applied Linguistics
3520 Prospect Street, N.W. Washington, D.C. 20007

Indochinese Refugee Education Guides

ADULT EDUCATION SERIES #9

Teaching ESL to Illiterate Adults

	Page
Introduction	1
Teaching Literacy to Adult Non-Native Speakers of English by Don Ranard	6
Literacy Training for Limited English Speaking Adult Learners by Wayne W. Haverson	23
Notes	74
Bibliography	75

INTRODUCTION

The vast majority of the incoming Indochinese refugees today is quite different from the refugees who first came to this country in 1975. Whereas many of the refugees of the first wave were highly-educated urban professionals who had had some exposure to English and/or French, and thus may have required only retraining, the most recent refugees (the past year and a half) are for the most part uneducated rural villagers who have had very little, if any, contact with Western civilization. Indeed, many have never even been inside a classroom. As their needs for and familiarity with the English language also differ, we have witnessed a recent emphasis on "survival ESL"

FL012115

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Center for Applied Linguistics
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

(English as a Second Language) and literacy training in the English programs that serve the Indochinese refugee community. However, before undertaking the task of teaching literacy to an Indochinese refugee, there are certain things that should be considered.

Of the large group of refugees that may be in need of literacy training, at least three distinct categories can be identified. The refugee may be non-literate, semi-literate, or non-latin alphabetic literate. The non-literates are those who possess no reading and writing skills in any language. Many of the Hmong and Mien fall into this category since they come from pre-literate societies in which their own languages were not written until very recently. These refugees, of course, will need the most intensive, and carefully sequenced, training. The semi-literate are those who have the equivalent of three or four years of formal education and/or possess minimal literacy skills in any language. The non-latin alphabetic literates are those who are fully literate in their own language (e.g. Khmer, Lao, Chinese, etc.), but who need to learn the formation of the latin alphabet . Of course, these two latter groups are aware of a sound-symbol correspondence (i.e. that a letter represents a spoken sound), but need to learn and practice the special sound-symbol relationships of English. Therefore, they would probably require less intensive literacy training.

When dealing with non-literates, the question often arises whether or not to teach native-language literacy first, rather than to start with second language literacy (English). Whether to teach native-language literacy first depends on many factors, all of which must be carefully weighed. The first factor to consider is the native language alphabet. Is it a latin alphabet like English, and therefore more easily transferable? The second factor could be the preservation of cultural identity. Native-language literacy will enable the refugee to carry on his cultural traditions, and relate more closely to his cultural heritage, especially where there is a rich literary tradition, such as in Vietnamese and Chinese. A third factor, and perhaps the most important of all, is that native-language literacy would enable the refugee to keep in contact (via letter-writing) with friends and relatives both within the U.S. and abroad.

However, there are many problems involved in the teaching of native-language literacy, not the least of them being locating a qualified teacher and acceptable teaching materials. Moreover, the cost and time involved are difficult to justify in proposals for government funding. Unfortunately, there are no hard statistics to prove that teaching native-language literacy first enables students to become more quickly literate in English, although there is some evidence that proves it to be a good motivating force. Whether or not to teach native-language literacy is therefore a hard decision to make, and certainly time, resources, and the desires and abilities of the refugees you are working with are all considerations in the decision-making process.

At some point, English language literacy will have to be taught, and it is important to remember that the refugees are also limited or non-spe kers of English. Thus, teaching literacy to them is very different from teaching literacy to a native English speaker. A native English speaker has complete control over the four systems of the language; that is, he is familiar with the sounds of English which combine to make words; he has control over those words, or vocabulary, which combine to form sentences; he can form sentences correctly, and thus has a knowledge of English structure, or grammar; and he can use these sentences appropriately in a given situation, which means he has control over the social usage of English. In addition, the native English-speaking illiterate has complete command of two of the four skills of English (speaking, listening, reading, and writing); it is only reading and writing which he must be taught.

On the other hand, a non-English speaker has neither control over the four systems nor the four skills. Thus, it should be clear that materials and methods designed for teaching literacy to native English speakers are generally not appropriate for limited or non-English speakers. Unfortunately, there are <u>very few</u> materials commercially available for teaching literacy to the refugee population; nevertheless, we hope that you will be resourceful and not resort to materials designed for native English speakers, such as remedial reading texts or first language literacy materials, without adequately adapting those materials first.

Before beginning any kind of literacy training, the student must have some instruction in the spoken language, so as to have meaningful sounds with which he can associate the written symbols. It is very important that the student have some basic, although limited, control over spoken English, even if it is just a simple conversational exchange. Without this knowledge, the letters or words being taught will have no context, no meaning. Moreover, the spoken English that is taught may act as a point of departure for the teacher in choosing the "key words," and thus in deciding which words (and letters) to teach first. It would make little sense at all to teach and practice the alphabet from A to Z, since the student does not know words or sentences that contain all these letters. However, while teaching some spoken English, it may be useful to introduce and practice some pre-reading skills. By pre-reading skills, we mean teaching a left to right orientation, matching shapes, differentiating shapes, or even something as basic as the correct way to hold a pencil.

Two major approaches to the teaching of literacy are the "whole word" method and the phonics method. With the "whole word" approach, (this is also sometimes referred to as the "sight word" approach), students are taught and drilled to recognize the words as a whole, on sight; it is necessary, of course, to begin with common, one-syllable words that the students already recognize aurally. With the phonics method, students are taught and drilled on the specific sound values of letters in order to "sound out" words. Native English-speaking illiterates are often taught to read by the phonics method, building from the small (sounds, letters) to the large (words, phrases). However, the refugees are being presented with large chunks of language (sentences, phrases) during their aural/oral ESL classes; this seems to suggest that perhaps a "sight word" approach, at the start, may be more useful for them. In actual practice, though a combination of both approaches (limiting the phonics part to the practice of sounds with consistent sound-letter correspondence) has appeared to work quite successfully with the adult refugee population.

Another concern of literacy trainers is which writing system to teach, i.e., block, manuscript, cursive, or a combination of the three. When

considering writing systems, a distinction must be made between reading and actually writing in a given system. Some literacy trainers introduce initially only block letters for reading since block letters are the most frequently encountered in form language. The refugees have an immediate need to be able to recognize block letters in order to read signs (e.g. WOMEN, MEN, NO SMOKING, DANGER) and understand social security and job applications. However, an adult who only knows how to write in block letters is at a disadvantage in our society; only small children write in block letters. Thus, when teaching the adult refugee to write, perhaps manuscript and/or cursive would be more appropriate. Knowing how to write one's signature, for example, is a necessity for signing checks and official documents. As such, it should be taught as soon as possible. The decision as to which writing system to introduce, and when, must be made on the basis of your goals and the students' needs and abilities.

But no matter what the materials or methods used, it is important to keep in mind the difficulty of the task for the refugee adult, and to set your expectations accordingly. Even though some materials may be designed to teach basic literacy in a relatively short amount of time, you might find that your students are progressing at different rates, and may require quite a bit of additional practice. "Survival literacy," the ability to read and write for minimal functioning in our society (e.g. signs, labels, announcements, forms) should be your immediate goal.

This guide consists of the two following articles on the teaching of literacy; they were written by experienced teachers who have successfully trained refugee adults in literacy skills. Although the examples are drawn specifically from Indochinese refugees, these instructions and techniques are just as applicable for use with other illiterate refugees, such as Cubans or Haitians. Each article contains general instructions and step-by-step procedures. In addition, we have included a short bibliography of resource materials on literacy for those who would like to do further reading on the subject.

TEACHING LITERACY TO ADULT NON-NATIVE SPEAKERS OF ENGLISH

DONALD A. RANARD

INDOCHINESE COOPERATIVE EDUCATION PROGRAM

ARLINGTON COUNTY (VIRGINIA) CAREER CENTER

A. SOME PRELIMINARY CONSIDERATIONS

The setting up of a literacy class and the development of literacy materials and methods presuppose that certain questions about the subject have been answered or at least considered. These questions are:

1. Is a special class for non-literate ESL students necessary?
2. Who belongs in a literacy class?
3. Should native literacy rather than literacy in English be taught?
4. Can the three skills of speaking, reading, and writing be taught concurrently?
5. What is known about the reading process and how can we apply this knowledge to the ESL literacy class?
6. What should the objectives of a literacy class be?

1. Is a special class necessary? A special class is necessary because the non-literate student has problems that require special attention. Typically the non-literate student is placed in a beginning level ESI class - a poor solution since in almost every beginning ESL class a basic ability to read and write is already assumed.

Not only will the non-literate student in a beginning class not be taught to read, there is a good chance that such a student will fall behind in the oral work as well. Since even the most dedicated practitioner of the audio-lingual method uses written material, if only to reinforce orally introduced and practiced structures and vocabulary, the student who can neither read nor record this material is at a serious disadvantage.

2. Who belongs in a literacy class? Literacy is the ability to read and write any language, not just English. By this definition a student who is literate in any language does not belong in a literacy class.

In the practical terms of learning to read a second language, however, the language background of the student plays an important role. For example, a Vietnamese who can read no English but is functionally literate in Vietnamese will in almost all cases belong in a beginning rather than a literacy class. This is because Vietnamese, like English,

uses a Roman alphabet, and the student who can read and write Vietnamese has learned many of the skills and concepts that are taught in a literacy class.

On the other hand a Lao, Cambodian or Chinese student who has basic native literacy may well profit from literacy instruction. This is because neither Lao nor Cambodian uses a Roman alphabet and Chinese does not use an alphabet at all. Of the sixty students who have studied in my class, more than one-third have been functionally literate in either Lao, Cambodian, or Chinese - that is, they had had one or two years of instruction in these languages. My impression is that while functional literacy in these languages is an aid in learning to read and write English, in most cases, it is not enough of one to justify immediate placement in a beginning level class. What is really needed is an advanced literacy class (for students functionally literate in a language that does not use a Roman alphabet), a luxury that few programs can afford.

The Center for Applied Linguistics has developed a procedure that gives a rough but adequate measure of native literacy. The student reads a simple text in the native language while the teacher follows with a phonetically written version of the same text. If the student appears to be "sounding out" the text correctly, the student is considered literate in that language. If that language uses a Roman alphabet the student should be placed in the regular ESL program, not in the literacy class. However, if the student's native language does not use a Roman alphabet, an additional test should be given since literacy in such a language does not automatically mean the student is ready for a regular ESL class. I usually give the students ten sentences in English, from the first chapter of a beginning ESL text. The student who can not read or write these sentences is placed in the literacy class.

5. <u>Should native literacy rather than literacy in English be taught</u>? Since it is clearly easier to learn to read and write one's own language than a second language it has been suggested that the best approach to teaching literacy is to teach literacy in the native language rather than in English. This approach makes good linguistic sense when the native language uses a Roman alphabet since literacy in such a language automatically places the student in the beginning level

class. It makes less sense when the native language does not use a Roman alphabet since literacy in such a language does not mean the student is ready for a beginning level ESL class. In most cases such a student would still need literacy instruction in English.

Even when the student's native language uses a Roman alphabet, there are problems with this approach, problems that are not linguistic but practical.

The first problem is finding qualified teachers - no small problem since teaching literacy takes special skill and training. In the case of less commonly known languages, this problem is not easily solved. Hmong, for example, has a Roman alphabet-based written language, developed by missionaries in the early '50s, but does not appear to be well-known, even among the Hmong.

A second problem is cost. In programs that serve more than one language community - as most programs do - this approach would require the addition of at least one more class, if not several more. To those who argue that literacy should always be taught in the native language, whether that language uses a Roman alphabet or not, it should be pointed out that such an approach would mean at least four and possibly five classes.

A third problem is justifying this approach to the American public. Programs which are federally, state, or locally funded should be prepared to answer the argument that it is not the responsibility of American citizens to subsidize literacy in foreign languages.

4. <u>Can the skills of speaking, reading, and writing be taught concurrently</u>? The conventional wisdom in ESL has been that reading instruction should be delayed until the student has gained a fairly high degree of oral proficiency. (The fact that in most ESL classes reading is not taught at all - the assumption apparently being that the ability to read naturally follows from an ability to speak - will not concern me here). Yet common experience and research indicate that it is not necessary to speak a language well - or at all, in fact - in order to read it. The deaf learn to read languages they do not hear and brain-damamged children are taught to read languages they can not speak - as have generations of language students who have learned to

read but not to speak foreign languages. Studies in the field of Early Reading indicate that pre-school children can learn to read first and second languages they are still learning to speak.

It is true, of course, that an oral knowledge of a language is an aid in learning to read that language, but that is not the question here. Rather, the question is: who will learn to read and write better in the same amount of time, the student who first gains oral proficiency and then learns to read and write, or the student who learns the three skills concurrently? To my knowledge there is no empirical data that clearly supports one approach over the other. In the absence of such data, literacy instructors will have to choose the approach that makes the most sense to them linguistically and pedagogically.

I teach all three skills concurrently for three reasons. First of all it works and works well (but only, I should add, if the lessons are tightly structured and teach the skills in a careful progression from listening to speaking to reading to writing). Secondly, teaching oral proficiency to students who can not read or record what is being taught is a tortuously slow process; such students are at the mercy of short-term aural memory and will retain only a fraction of the material from one class to the next. My guess is that if you were to use the purely audio-lingual method (that is, no written material) you would find that after six months, which is the length of time it takes an average student to achieve literacy in my class, that student would not only be unable to read or write but probably would not be any better at speaking the language than the student who has studied the three skills concurrently. After all, the use of reading and writing has been shown to have a positive influence in the acquisition of oral skills.

Finally, my impression is that most students want to study reading and writing right away and will become impatient with any other approach. Teachers might feel that this impatience is based on a mistaken notion of how a language should be learned, but in many cases this impatience comes from the fact that for the student knowing how to read and write seems as important as knowing how to speak. After all, there is a lot that can be accomplished by the simple use of gestures, but if one can not write one's name, address, or telephone number, fill out simple application forms, and read public signs, one is at a serious and embarrassing

disadvantage. Many adult students, faced with the problems of working and living in a highly sophisticated, literate society feel they cannot afford to wait six months to a year before learning the basic skills of reading and writing.

5. What is known about the reading process and how can we apply this knowledge to the ESL literacy class? The relationship between written language, sound, and meaning is the subject of a lively debate within the field of reading. The conventional view of the reading process argues that sound is a necessary intermediary between written symbol and meaning, a view that is used to justify the practice of delaying reading instruction until oral proficiency has been achieved. A more recent model has the reader going directly from written symbol to meaning, with sound added either overtly or covertly, and a third model argues that sound and meaning occur simultaneously. The more recent views imply that it is not necessary to speak a language in order to read it, and in fact, have been offered to justify the practice of teaching pre-school children to read while they are still learning to speak.

It may be that each model has a measure of validity, depending on the ability of the reader and the difficulty of the text. We know that poor readers tend to sound out each word, while good readers do not. (Studies show that good readers read too quickly to make the sound/symbol connections; rather they seem to grasp meaning directly from the text.) One of the chores of the reading teacher should be to aid the shift from reading out loud to reading quickly and silently, grasping meaning directly from the text. Materials which encourage the student to read silently and to process written language in logical word clusters should be developed.

6. What should the objectives of a literacy class be? Since literacy is a relative concept it involves the question of degree. Is literacy the bare ability to write one's name, address, and telephone number? Or is it more, and if so, how much more? Should it include other basic skills - the ability to tell time, for example, or use money?

For a literacy class which is part of a larger ESL program, the principal objective should be to prepare the student for entry into the beginning level class. In this case the definition is program-specific: literacy is the ability to read and write the material used in the first

part of a beginning class. In fact this is a fairly good objective for all literacy classes, since it can be assumed that most students will want to continue to study English after they have mastered basic literacy.

Finally it should be kept in mind that most beginning ESL students bring to their first class more than just a basic ability to read and write. They can tell time, do simple arithmetic, and use money. These skills should also be taught at the literacy level.

B. A METHODOLOGY FOR TEACHING LITERACY

1. A whole word method. The core of the reading program I have developed uses a whole word method. My program makes use of techniques developed by Glenn Doman and Robert Lado, specialists in the field of Early Reading.

The Doman Technique takes the child from reading oversized words, printed in red, at the rate of one or two a day, to sentences, printed in black and composed of the old vocabulary, to, finally, stories. (Presumably large letters in red are used for their psychological impact.) At each stage the size of the letters is reduced until the child is reading print-sized words.

Lado has written a reading program, consisting of a series of readers, that uses the Doman technique, but with several differences. While Lado, like Doman, begins with single, over-sized words, his material is presented in book format, with detachable pages that are used in matching exercises and games. With Lado's materials the progression is from single words to phrases to sentences, a progression that Lado believes naturally follows the child's intellectual development. Lado, like Doman, has selected words for their familiarity to children, but unlike Doman, he has paid attention to their graphemic content. In his first book, which consists of 33 words, every letter of the alphabet occurs at least once in initial position. Another difference is that Lado includes an alphabet book in his program, since he believes that learning the names and sounds of the letters is an aid to learning.

While the materials I have developed make use of some of the techniques of Lado and Doman, it differs from theirs in several ways, taking into account the different needs and cognitive abilities of the adult ESL student.

- Lado and Doman are concerned with teaching reading only. In my program the three skills of speaking reading, and writing are taught concurrently but in a careful progression: everything that is written is first read and everything that is read is first practiced orally.

- In Lado's and Doman's programs the progression from single words to phrases to sentences and the progression from over to normal sized print occurs over a period of several months. In my program this progression occurs within each class.

- Pictures are an important part of my program. Doman apparently does not use them at all, and Lado uses them sparsely in his books, since there is evidence to suggest that too many illustrations distract the attention of the child from written material.

- Unlike Lado, I have made no attempt to control the phonemic or graphemic content of the material. For the most part material has been chosen for its practical value in preparing the student for entry into the beginning level class.

- Lado and Doman recommend teaching the child no more than two or three new words a lesson. I teach from 5-10 in each two hour lesson.

2. The role of phonics. The extensive use of phonics instruction as a tool within the ESL literacy class is questionable. Phonics instruction teaches the student to sound out new words. For non-literate students with little or no oral knowledge of English, this skill is of limited value. Reading, it must be remembered, is not merely to sound out written material. Reading is the ability to make the correct connections between written symbol and meaning.

Still, phonics instruction is not without value. English, after all, uses an alphabet, which means its symbols stand for sounds, and there are studies to show that at least with beginning native English readers a knowledge of phonics is positively correlated with reading achievement. Moreover, while phonics instruction may be of limited value in teaching

non-English speakers to read new words, it can help them to visualize the written forms of words they learn to speak outside the classroom. I teach phonics in the form of short drills and exercises, lasting about fifteen minutes, but not until some of the words used as examples of the generalizations being taught are words that the students already recognize.

C. DESCRIPTION OF A LITERACY PROGRAM

This is a description of a three part literacy program in which the skills of speaking, reading, and writing are taught concurrently. The three components of the program are: 1. Reading and Writing Readiness 2. Speaking, Reading and Writing I 3. Speaking, Reading and Writing II.

1. Reading and Writing Readiness. Here the student learns those skills which a basic ability to read and write presupposes. Upon completion of this unit the student should be able to name and write the letters of the alphabet and the numbers 1-10. Directionality in reading and writing is also taught.

Knowledge of the alphabet (which appears to be an aid in learning to read) presupposes an ability to discriminate between the shapes of the letters. The first task of the teacher, then, is to focus the attention of the student on the shapes of the letters.

To do this, first write the letters in lower case in a line on the blackboard, naming each letter as it is written. With the students repeating, go through the alphabet several times. Then beneath the line of letters write a column of five or six letters, choosing letters with obvious differences in form, e.g., f, b, m, i. To the right of this column write a second column of the same letters but in a different order. Join the same letters in the two columns. Repeat this exercise until all the letters have been practiced, then practice matching letters that are similar in form. Prepare handouts of these exercises for the students.

A variation of the card game "Concentration" can be used as a supplementary matching exercise. Spread two sets of letters written on small flash cards face down on a desk. Students take turns turning over two cards, naming the cards as they turn them, looking for matching cards. When all the pairs have been found, the student with the most cards wins.

By this time the students should be able to recognize most of the letters of the alphabet. To test this ability give each student a handout on which the letters are written. Name a letter at random and have the students circle the correct symbol. Continue until all the letters have been circled.

In teaching the students to write the alphabet, demonstrate the stroke order on the blackboard. Insist that the correct stroke order is followed. (Wallcharts with arrows to show stroke direction and order are commercially available and a help for constant reference.) For students with particular difficulty in writing, prepare handouts of letters made up of broken lines. Have the students trace over the letters, joining the broken lines.

At this point teach the upper case letters, which the students will need to know in writing their names. Use the same matching exercises that are used to teach lower case letters, but here the student must not only match upper case with upper case, but upper case with their lower case variations.

Teach the numbers 1 - 10 using the same methods used to teach the alphabet.

As their final skill in this unit, the students learn to write their names. To accomplish this, first give your own name, then, in an order that corresponds to the seating order, ask the students one by one, "What is your name?" (It may take several repetitions before the intent of the question is understood.) Have the class repeat each name as it is given. Do this several times - always in the same order - until the students recognize their classmates' names.

Next write a column of numbers corresponding to the number of students. Again, ask the students their names, but this time after each name is given write it on the blackboard. Indicating the student, say the name; have students repeat. Once all the numbers are on the blackboard, go through them again, identifying the number preceding the name: "Number 1, Lee Nao Pou; number 2, Souvanny Siharat, etc."

Go through the list of names several times, first in order and then at random, having the students respond to each name with the corresponding number. Then give the numbers - in order and then at random - eliciting the names from the students. Finally, erase the

names and numbers, then rewrite the names but in random order, and see if the students can read them.

Have the students write their names in their notebooks. From this time on, have them write their names on all exercises. Each following week ask for a new piece of information (address, telephone number, Social Security number, etc.).

2. Speaking, Reading, and Writing I. Here the students learn to speak, read and write single words, two- and three-word phrases, and simple sentences. These skills are taught in a sequence that invariably progresses from listening to speaking to reading to writing. In other words, nothing is written that has not first been read and nothing is read that has not first been practiced orally. This sequence occurs within each two hour lesson.

The materials and methodology reflect a belief that a speaking, reading, and writing knowledge of a relatively large number of vocabulary items within the context of a few grammatical patterns is the best way to achieve the objective of the program: to prepare the student for entry into a beginning level ESL class. Studies indicate that recognition of individual lexical items is a more crucial factor in reading achievement than is knowledge of grammar, speaking fluency, or any other linguistic skill.

Fries has classified vocabulary items as function words, substitute words, words that are distributed grammatically, or content words. Function words - those words which largely operate to express grammatical relations - are represented here by a small number of prepositions, the modals can and will, be as an auxiliary in the present continuous verb tense, the conjunction and, the articles a/an, the, and to as an infinitive marker after the verb want. Substitute words - those words which function as substitutes for whole form-classes of words - are represented by the subject pronouns I, you, he, she, it, we, they and the possessive pronoun my. The overwhelming majority of the words belong to the category of content words, those words that stand for "things" (nouns), "actions" (verbs), and "qualities" (adjectives). Of these three classes of content words, Class I words (nouns) are presented and taught within semantic categories. These are: classroom

objects, professions, modes of transportation, clothing, places in the city, members of the family, nouns denoting gender and age (man, woman, boy, girl), rooms of a house, household furniture and items, parts of the body, and countries.

The Class II words (verbs) taught here are: be, have, eat, drink, go, sleep, study, teach, get up, play, work.

The Class III words (adjectives) are represented by: tall/short, fat/thin, big/small, happy/sad, old/young, old/new, hungry, thirsty, tired, hot, cold, pretty, and adjectives denoting color.

The fourth category of words, those that are distributed grammatically, are not represented.

Since this is a vocabulary-based curriculum, grammatical patterns are controlled by the category of vocabulary items being presented. The few structures introduced are drilled intensively, with the more important ones repeated in almost every lesson. The following patterns of word order and inflectional forms are practiced:

Word order: Subject-Verb-Object/Complement, nouns with articles and adjectives, nouns with first person possessive pronoun, question and negative with be, be + ing form, infinitive as object after verbs want and like.

Inflectional forms: Subject forms of personal pronouns, gender in third person pronoun, first person possessive pronoun, present tense forms, regular plural of nouns, present tense forms of be and have, demonstrative forms (this, that).

In addition, students are taught to answer, and sometimes ask, questions whose structures are not formally taught. These questions are: Where are you from?, Where do you come from?, What is your name?, Where do you live?, Where do you work?. This is the only part of my program which requires either a knowledge of the students' native languages or the services of a bilingual aide.

The following lesson illustrates the procedure used in Speaking, Reading, and Writing I. This procedure involves a progression from listening to speaking to writing and from single words to phrases to sentences.

Lesson I[1]

Vocabulary: Classroom objects (book, pen, pencil, notebook, desk, chair, table)

Structure: Demonstrative + be, present tense,

This		is		
third person singular	+	possession pronoun	+	noun[2]
		my		book

Materials: Large cardboard illustrations of the classroom objects
Oversized word flash cards of the vocabulary items
Regular sized word flash cards of vocabulary items
Oversized flash cards of phrases (my book) and sentences (This is my book)

1. Place pictures on the blackboard ledge. Have students match these pictures with objects in the classroom.
2. Above the pictures on the blackboard number the pictures 1-7. Pointing to the first picture, name the object represented by the picture. Go through all the pictures in this manner.
3. Repeat the procedure in step 2, but this time with students repeating. Do several times. Precede the name of the object with its number.
4. Name the objects in order and have the students give the correct numbers (e.g. T: book, S: one).
5. Name the objects, but this time in random order; have the students give the correct numbers.
6. Repeat step 5 with individual students.
7. Give the numbers, first in order, then at random; have the students give the names of the objects.
8. Repeat step 7 with individual students.
9. Print the name of each object in large letters on the blackboard over the numbers. Point to the picture, then the word, and give the name.

---

[1] At this point the students have learned to read and write the alphabet, the numbers 1-10, and their names.

[2] I begin with the sentence This is my book, rather than the usual This is a book for two reasons. First, This is a book is the kind of sentence that seldom occurs outside of a language learning situation. Secondly, the more meaningful This is my book is probably no more difficult for the student to understand than This is a book. In fact it could be argued that for Indochinese refugees it is easier since none of their languages have an equivalent of our indefinite article, but all of them have pronouns that express possession.

10. Repeat step 9 with students repeating.

11. With students repeating, spell each word. After the word has been spelled, say the word, eliciting repetition.

12. From the stack of word cards hold up the first word card, which corresponds to the first numbered picture on the blackboard ledge. Read the word; have the students supply the correct number.

13. Repeat step 12, but now present the words in random order.

14. Repeat step 13 with individual students.

15. Erase the words on the blackboard, but not the numbers. Have students match word cards with pictures.

16. Place the word cards against the corresponding picture cards so that the pictures are not visible. Indicating the card and the number read each word.

17. Read the words in order with the students giving the correct number each time.

18. Repeat step 17 but now read the words in random order.

19. Repeat step 18 with individual students.

20. Give the numbers, first in order then at random; have students give the word.

21. Repeat step 20 with individual students.

22. Have the students match the smaller sized word cards with the word cards on the blackboard ledge.

23. Write the words in a single column on the blackboard. Repeat the column on the right but in a different order; have the students join matching words.

24. Repeat the exercise in step 23 on handouts to the students. Encourage students to match words quickly and silently.

25. Erase the column of words on the right. In place draw simple pictures illustrating each word. Have students join the word to the corresponding picture.

26. Repeat the exercise in step 25 on handouts to the students. Encourage the students to do the exercise quickly and silently.

27. Flash the oversized word cards, have students circle the correct word on a handout. Repeat exercise, this time flashing picture cards.

28. Have the students copy the words from the blackboard.

Procedure for teaching two word phrases

1. Place the set of picture cards in a stack on the blackboard ledge. Point to the first card, say "book", then point to yourself and say "my". Then pointing first to yourself and then to the book say, "my book". Repeat several times, each time making a clear gesture of possession. Go through all the picture cards in this way.

2. Say "my" then point to the first picture, eliciting the response "my book". Go through all the pictures in this way.

3. Repeat the substitution drill in step 2, but now without use of pictures.

4. Point to objects on the students' desks, eliciting the appropriate response: "my book, my pen, etc." Encourage students to make gestures of possession when they say the word "my".

5. Place the set of word cards in a stack on the blackboard ledge. Point to yourself and say "my", then point to the first word eliciting the response, "my book". Repeat with all the words.

6. Place the "my" card on the blackboard ledge to the left of the stack of cards of classroom objects, then read the phrase: "my book". Replace "book" with the second word, have the students read the new phrase. Go through all the cards in this way.

7. Repeat step 6 with individual students.

8. Write the phrases in a column on the blackboard. Number the phrases 1-7. Read the phrases, first in order then at random; have the students give the correct number.

9. Giving the numbers, first in order then at random, have the students read the phrases.

10. Repeat step 9 with individual students.

11. Have students match phrases formed with the smaller flash cards with phrases formed with the large cards on the blackboard ledge.

12. On handouts have students match two columns of phrases in different order.

13. On handouts have students match phrases with corresponding pictures.

14. Flash phrase cards; have students circle correct phrase on handout. Repeat exercise, this time flashing picture cards.

15. Say a phrase and have the students form the phrase from the small cards spread out on a desk.

16. Have the students copy the phrases from the blackboard.

Procedure for teaching sentences

Use the same series of steps used to teach two-word phrases. For more advanced students conclude this section with the following exercises. Have the students form sentences, first written on the blackboard and then given orally, using the regular sized word cards. On a handout write the seven sentences the students have learned (This is my book, This is my pen, etc.) in a single column but with the words in each sentence scrambled (e.g. is/book/my/This). Have students rewrite the sentences in correct order.

3. Speaking, Reading, and Writing II. Here the student is presented with familiar material but in a different and expanded context. The vocabulary is not controlled by semantic categories so much as by the nature of a situation, event, or condition being described. The progression from listening to speaking to reading to writing still obtains, but here the students learn to speak, read and write a sequence of sentences that discuss a particular subject. In their final form these sentences become a paragraph.

The following is a sample lesson.

Materials: Six oversized cardboard pictures illustrating:
1) a man
2) a man getting up; a clock says 7:00
3) a man going into the bathroom; clock: 7:15
4) a man eating breakfast; clock: 7:30
5) a man going to work; clock: 8:00
6) a man getting on a bus

Procedure:

1. Place the six pictures in a row on the blackboard ledge. Number the pictures on the blackboard 1-6. Pointing to the appropriate picture, give the number, and say: "This is Tom Lee. He gets up at 7:00. He goes to the bathroom at 7:15. He eats breakfast at 7:30. He goes to work at 8:00. He goes to work by bus."
2. Change the order of the pictures. Have students put them back in correct order.
3. Go through the pictures again, this time with students repeating.
4. Go through the pictures, this time in random order; have the students give the correct number.
5. Give the numbers in order; have the students give the correct sentence.
6. Have individual students tell the whole story.
7. Make false statements about the story; have students correct.
8. Ask questions about the story.
9. Have students tell the story substituting I for Tom Lee.
10. Above each picture write the sentence. Read the sentences, with students listening. Read the sentences in groups of 2-3 word phrases, e.g. He is off on Monday.
11. Write the sentences number 1-6 on the blackboard in a column. Remove the cards from the ledge. Shuffle them, then hold them up, one at a time, asking for the corresponding number.

12. On a handout have the students match the sentences with the corresponding pictures.

13. Give a handout of the six sentences written in a column in incorrect order. Have the students rewrite the sentences in a column, numbered 1-6, in the correct order.

14. In a handout, write a story in paragraph form with every third word omitted. Above the story, list the omitted words. Have the students fill in the words.

15. Have the students copy the story from the blackboard in paragraph form.

D. CONCLUSION

There is a growing interest among ESL teachers in the teaching of literacy to non-native speakers, an interest that is in direct response to an increasing number of non-literate ESL students. Yet publishers and writers have not met this need with suitable materials, and this lack of materials is the single greatest problem facing the literacy instructor. Faced with this situation, many teachers are developing their own materials, a difficult, time-consuming task that requires some understanding of (1) traditional and current ESL methodology (2) the theory and practice of teaching reading to native and non-native learners and (3) the special problems of the non-literate ESL student. It is only after we have given careful thought to each of these areas that we, as teachers and writers, can begin to meet this new and difficult challenge.

LITERACY TRAINING FOR

LIMITED ENGLISH SPEAKING ADULT LEARNERS

Wayne W. Haverson

Oregon State University

DEFINITION OF LITERACY TRAINING

Literacy training for limited English speaking adult learners must be a component of all levels of instruction. This training differs significantly from literacy programs for native speakers of English. The limited English speaking adult reads and writes initially only the carefully controlled patterns that have been practiced in listening and speaking. The system, i.e., the vocabulary and structures, must first be put in place before effective skill training can begin. If a learner can understand and say a word or structure, he/she can then begin to read and to write it. Reading and writing are taught along with listening and speaking, but reading for information and writing to communicate are deferred until the majority of the English language patterns have been mastered aural-orally.

The first step in literacy training is to teach the phonology and the patterns of the language until a basic control in language is established. The teacher concentrates on the type of literacy training that reflects the aural-oral proficiency of the learner. At the same time the teacher builds deliberately toward a passive vocabulary which the learners use only for comprehension at this point, but which will extend beyond this "pre-reading" period.

IDENTIFICATION OF TARGET POPULATION

Limited English speaking adults in need of literacy training can be grouped into four major categories. They are:

1. Non-literate: Learners who have no reading and writing skills in any language, but who speak a language for which there is a written form.
2. Semi-literate: Learners who have the equivalent of three to four years of formal education and/or possess minimal literacy skills in any language. This learner probably knows the names of the letters, can recognize some common words by sight, such as, name, address, names of local shops, but can only write his/her name and address. Because of a limited exposure to formal educational processes, they have little self-confidence in their ability to learn.

3. Non-latin Alphabetic: Learners who are literate in their own language (e.g. Khmer, Lao, Chinese, etc.) but need to learn the formation of the Latin Alphabet and the sound symbol relationships of English.
4. Pre-Literate: Learners who speak a language for which there is no written form.

OUTCOMES OF LITERACY TRAINING

At the conclusion of literacy training the learner who has mastered the concepts will be able to:

1. Follow simple oral and written directions.
2. Recognize and match similarities and differences in shapes (symbols), letters and words.
3. Arrange shapes (symbols), letters and words in logical sequence.
4. Recognize as a sight word all material already practiced in listening and speaking.
5. Demonstrate an understanding of word order and sentence sequence.
6. Distinguish aurally the difference in initial consonants, short and long vowels, common consonant blends and consonant and vowel digraphs.
7. Produce orally the initial consonants, short and long vowels, common consonant blends and consonant and vowel digraphs.
8. Recognize the grapheme representation of initial consonants, short and long vowels, common consonant blends and consonant and vowel digraphs.
9. Produce the grapheme representation of initial consonants, short and long vowels, common consonant blends and consonant and vowel digraphs.

CONTENT OF LITERACY TRAINING

Literacy training for limited English speaking adult learners involves the following steps:

1. Teach pre-reading skills.
2. Teach basic vocabulary and grammar suited to the needs of the learners until a control in listening and speaking is established.

3. Teach identification of symbols.
4. Associate the basic oral patterns with the written forms for sentences, words and letters.
5. Read material already mastered aural-orally.
6. Read material made up by recombining and rearranging those materials already mastered aural-orally.

PRE-READING SKILLS

The non-literate, semi-literate, non-latin alphabetic, and pre-literate limited English speaking learner cannot have enough practice in listening skills. Activities that focus on auditory discrimination, responding to classroom commands and other directions, responding to common gestures, and the development of a passive vocabulary are prerequisite to the reading/writing process.

Skill in visual perception needs to be developed. The learner should be able to identify punctuation, name things in pictures and recognize that a picture can represent a real thing. This is an especially difficult concept for the pre-literate learner.

Other pre-reading activities include practice in sound-symbol recognition, motor skill development (both fine and large muscle skills), in visual-auditory coordination, and in the ability to manipulate language.

Special consideration must be given to the emotional readiness of the adult learner. Can he/she tolerate group work? Most non-literate, semi-literate and pre-literate learners have very poor self-images. Materials must be designed to ensure that the learner experiences as much immediate success as possible.

Physical health can be an important consideration. Adult learners are all experiencing the aging process. They often have sight and hearing problems that, if identified, can be corrected. Untreated health problems, such as internal parasites and low-grade infections, can be sufficiently debilitating to impede the learning process.

The following checklist is suggested as a guide for the development of pre-reading activities. It should be constantly updated to meet the needs of the target population.

PRE-READING CHECKLIST

1. Listening Skills
   - ___ Commands (hearing and following)
   - ___ Hearing phonemes (connecting sounds and letters)
   - ___ Auditory discrimination (understanding and recognizing same sound)
   - ___ Auditory perception skills
   - ___ Demonstrate understanding and use of passive survival vocabulary
   - ___ Demonstrate understanding and use of active vocabulary
2. Sound-Symbol Recognition
   - ___ Knowing that oral speech can be written
   - ___ Matching symbols
   - ___ Recognizing symbols
3. Motor Skills
   - ___ Left to right
   - ___ Top to bottom
   - ___ Having fine motor skills
   - ___ Having large motor skills
   - ___ Eye-hand coordination
   - ___ Following on a line
   - ___ Recognizing upper and lower case letters
   - ___ Letter formation
4. Visual-auditory Coo-dination
   - ___ Using correct word order
   - ___ Using correct punctuation
5. Visual Perception
   - ___ Categorizing (same, different)
   - ___ Recognizing different sizes and styles of type
   - ___ Recognizing punctuation marks
   - ___ Recognizing colors
   - ___ Recognizing shapes
   - ___ Picture identification (name things in pictures)

___ Recognizing that a picture represents a real thing

___ Recognizing sight words

___ Following top to bottom

___ Following left to right

___ Following hand signals

6. Ability to Manipulate Language

___ Sentence recognition (statement, question)

___ Producing intonation patterns

___ Function words

___ Attention span (concentration)

___ Using and developing memory

7. Emotional Readiness

___ Can he/she work in a group?

8. Psychological Readiness

___ Self-concept

9. Physical Readiness

___ General health

___ Sight

___ Hearing

10. Other

___

___

___

MINIMAL COMPETENCIES IN PRE-READING

Competencies, a term often used in Adult Basic Education, are task-oriented goals written with behavioral objectives. Once a learner has mastered a competency, he/she has the ability to perform it. Thus, minimal competencies refer to the minimum number of tasks a learner must be able to perform in order to function (in that area). Here is a list of minimal competencies in pre-reading; the learner must be able to perform at least these tasks in order to begin the reading process.

1. The adult learner will understand concept of same and different.
   1.1 Learner can orally or through actions match two or more objects which are the same.
   1.2 Given three objects learner can point to two objects of the same color, shape and size.
   1.3 Given three objects learner can point to the object which is different from the others.
2. The adult learner is familiar with left to right progression.
   2.1 Given a picture story of three or more pictures in left to right sequence, learner can point to correct picture as story is told.
   2.2 Given three pictures learner can sequence them from left to right as story is told.
   2.3 Given a symbol at the left of a page and a series of symbols aligned across the page, learner can mark the same symbol.
3. The adult learner is familiar with sequencing from top to bottom.
   3.1 Given a series of exercises as in 2.3, learner can complete in order from top to bottom.[1]

Successful pre-reading activities can be designed by the instructor. The following materials and activities were developed by Judith Haynes and are published by MODULEARN, INC., San Juan Capistrano, California[2] as part of their ESL Literacy Program.

These pre-reading activities were designed to help the learner with visual discrimination tasks. Activity one (page31) is a teacher-directed activity. The teacher works with the learners on all five of the "sentences". The lines here are called sentences to acquaint the learner with vocabulary that will be necessary. At this point in the lessons there is no need to explain the concept of sentences, but be sure to use the word "sentence" when working on this activity. The learner outcome of this activity is visual discrimination, making sure that the learner "reads" from left to right and from the top to the bottom. Notice that the visual discrimination tasks in Activity One are very easy. The tasks become more

difficult as the lessons progress until the learner is discriminating between letters of the alphabet instead of shapes.

Activity Two (page 32) is done by the learner as soon after Activity One as possible. It would be ideal to follow Activity One with Activity Two in the same day. The tasks are very similar, and a good basis is set for the coming activities.

Each activity incorporates a number of useful details that adult learners will need to know. Notice that Activities One and Two ask the learner to write NAME and ADDRESS at the top of the paper. Activity Three (page 33) asks for NAME and TELEPHONE NUMBER. The directions will change slightly to incorporate CIRCLE, PUT AN X, UNDERLINE, PUT A CHECK, directions for the learner to follow. Those are the most common directions given in filling out forms besides FILL IN THE BLANK.

By the time the learner reaches Activity Three, he/she is beginning to discriminate shapes that look like letters of the Latin Alphabet.

Activity Four (page 34) requires a more subtle ability to distinguish shape, and Activity Five (page 35) requires an even finer ability. If the learners are experiencing difficulty with the activities, use these pre-reading worksheets as guides and make up lessons similar to them for more practice. It is very important that the learners have mastered each activity with no errors before they are allowed to progress to the next step.

Activity Six (page 36) gets the learner ready for the reading lessons that follow. Be sure that your learners can discriminate these letters one from another. It is not necessary that they know what the letter name is or the sound. Those concepts will be taught later. It is necessary, however, that they be able to distinguish one letter from another.

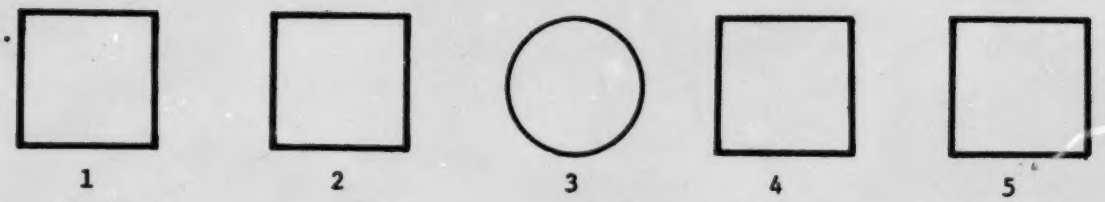
The final activities (pages 37-40) include discrimination of printed letters in normal type. The learner discriminates between both lower and upper case letters.

All of the pre-reading activities could be used with a class making use of an overhead projector while the students work on their papers.

READING NAME _____

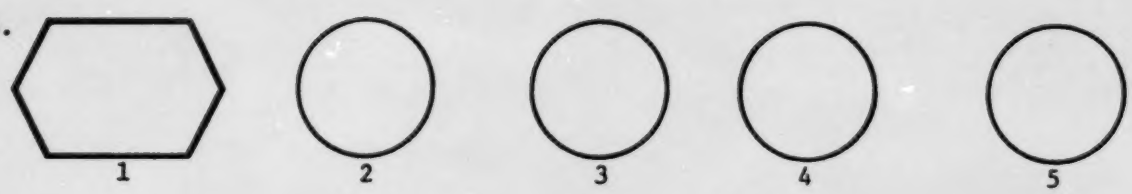
Pre-reading Activity 1

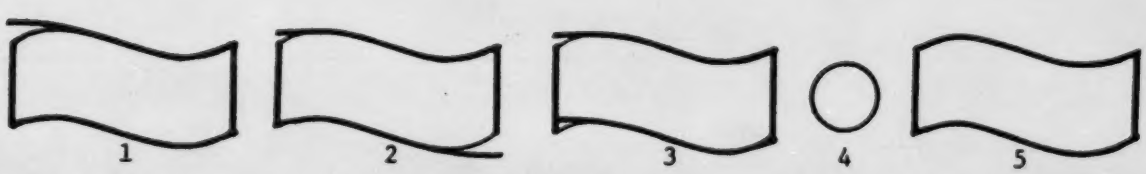
DIRECTIONS: Put an X on the shape that is not the same in each sentence.

1. 

2.

3.

4. 

5. 

READING

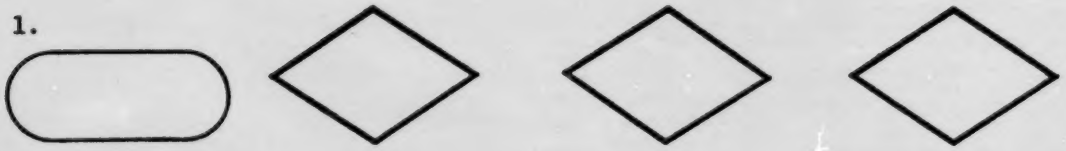
NAME _____

Pre-reading Activity 2

ADDRESS _____

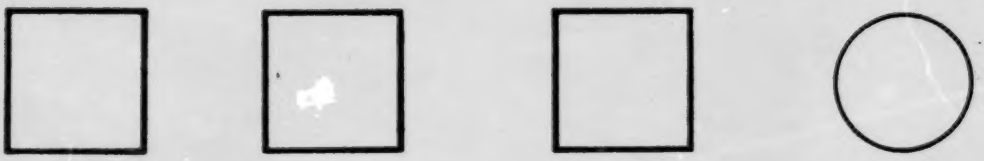
DIRECTIONS: Put an X on the shape in each sentence that is not the same.

1.



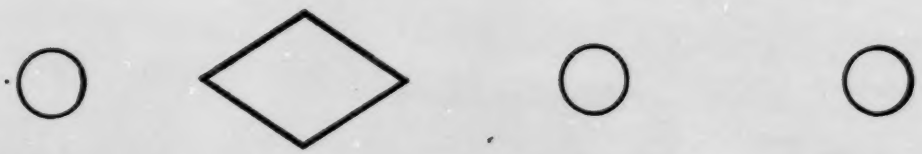
1 2 3 4

2.



1 2 3 4

3.

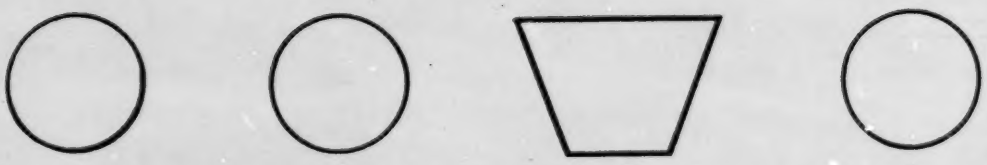


1 2 3 4

4.

1 2 3 4

5.



1 2 3 4

READING

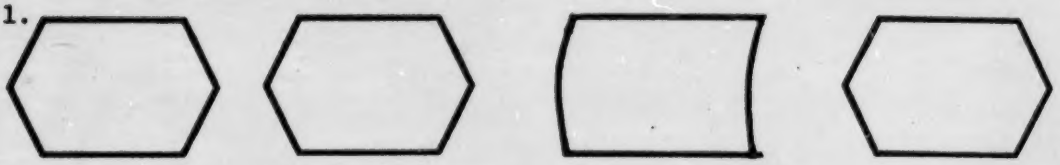
NAME _____

Pre-reading Activity 3

TELEPHONE NUMBER _____

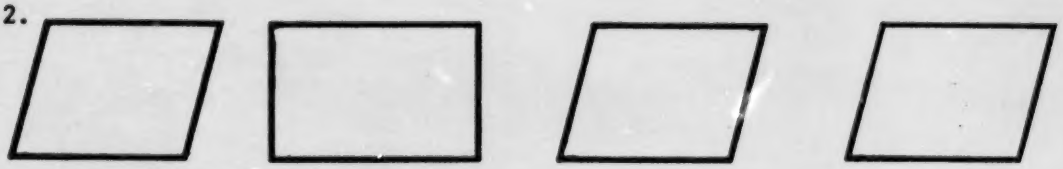
DIRECTIONS: Put an X on the shape in each sentence that is not the same.

1.



1 2 3 4

2.



1 2 3 4

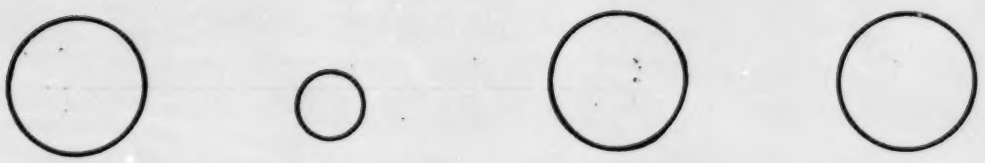
3.

1 2 3 4

4.

1 2 3 4

5.



1 2 3 4

READING

NAME _____

Pre-reading Activity 4

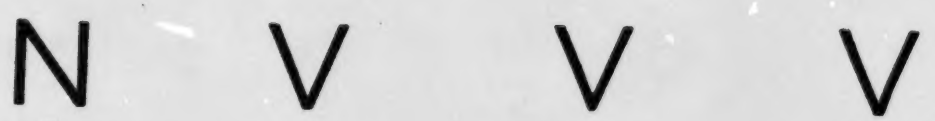
ZIP CODE _____

DIRECTIONS: Circle the shape that is not the same in the sentence.

1.

2.

3.



4.

5.

READING

Pre-reading Activity 5

NAME _____

SOCIAL SECURITY NUMBER _____

DIRECTIONS: Circle the shape that is <u>not</u> the same in the sentence.

1.

o	o	o	c
1	2	3	4

2.

d	o	o	o
1	2	3	4

3.

d	d	d	a
1	2	3	4

4.

b	b	d	b
1	2	3	4

5.

b	p	b	b
1	2	3	4

READING NAME _____

Pre-reading Activity 6 I-94 _____

DIRECTIONS: Circle the letter in the sentence that is the same.

EXAMPLE	S	C	L	(S)	O	T	(S)	D
		1	2	3	4	5	6	7
1.	A	C	G	I	A	E	A	A
		1	2	3	4	5	6	7
2.	m	o	m	r	v	m	h	n
		1	2	3	4	5	6	7
3.	r	r	n	r	m	h	r	t
		1	2	3	4	5	6	7
4.	k	l	h	k	k	o	r	k
		1	2	3	4	5	6	7
5.	g	p	g	b	g	q	d	g
		1	2	3	4	5	6	7
6.	b	b	g	q	p	d	b	b
		1	2	3	4	5	6	7
7.	e	o	c	e	a	e	e	c
		1	2	3	4	5	6	7
8.	w	x	w	v	u	i	w	v
		1	2	3	4	5	6	7
9.	a	d	b	a	g	a	p	q
		1	2	3	4	5	6	7
10.	f	t	l	f	h	f	f	k
		1	2	3	4	5	6	7

READING
Pre-reading Activity 7

FIRST NAME _____

LAST NAME _____

Put an X on the letter in the sentence that is the same.

EXAMPLE: a | m X s X m |

1. m | a m a s a m |
2. s | s a m s a s |
3. a | m s a s a m |
4. S | M A S A M S |
5. A | S M A A M A |
6. M | M S M A S M |
7. s | S s m M a s |
8. A | M a A S s a |
9. m | s S M a m A |
10. a | A s m a A a |

READING
Pre-reading Activity 8

NAME _____

ADDRESS _____

_____

Put a ✓ on the letter in the sentence that is the same.

EXAMPLE: d | ✓d m f a s ✓d |

1. f | d f a f m d |

2. d | f a d f d s |

3. F | D M F A S F |

4. D | M D A D F D |

5. m | s d m a m f |

6. s | a f d s m s |

7. A | s D A F a d |

8. d | D f d D m D |

9. M | D d F m M s |

10. a | A a F f a M |

READING
Pre-reading Activity 9

FIRST NAME _____

CITY _____

Underline the letter in the sentence that is the same.

EXAMPLE:	t	d <u>t</u> f m <u>t</u> s
1.	f	t d f m s f
2.	t	f t d t f t
3.	F	T D F F T D
4.	T	T F T D T D
5.	t	T t f T F t
6.	T	F f t T m F
7.	a	t a A s m a
8.	A	a s F A S T
9.	m	F M D m s a
10.	S	a S s t T S

READING
Pre-reading Activity 10

LAST NAME _____
ZIP CO
ZIP CODE _____

Circle the letter in the sentence that is the same.

EXAMPLE: p | i (p) m f n (p)

1. n | m n s p n i
2. i | p i a n s i
3. p | p n p i s n
4. N | P N I S N F
5. I | T I F P I A
6. t | i t i f t d
7. N | n N p P S N
8. p | T p P S p d
9. i | i I T t i f
10. s | S s p P s a

SURVIVAL SKILLS INSTRUCTION

The limited English speaking adult learner often has difficulty adapting to a highly-sequenced program of instruction. This learner must adapt work schedules, child care, illnesses of self and family, other family responsibilities, and many times simple exhaustion, to the sequencial nature of the program and the learning materials. The learner who is not present for previous lessons generally becomes so frustrated that he/she often stays home when the least difficulty arises.

Therefore, it is vital that initial instruction addresses functional language skills that have immediate application outside the classroom, that have definite beginnings and endings and that can be taught within limited time frames. This provides the learner with an opportunity to adapt to the unknown, unfamiliar learning process and at the same time experience the success so vital for successful language acquisition.

The basic vocabulary and structure taught should focus on survival skills. The language of personal information and employment, the ability to responsibly manage time/schedules/appointments, to use the phone on a limited basis, to ask for clarification and ask for/follow simple directions, to make introductions, and, to be able to cope with basic health/safety, consumer and emergency situations, form the basis for survival skill instruction. This will provide the necessary control in listening and speaking that is prerequisite for literacy instruction.

SURVIVAL SKILLS CORE COMPETENCIES

1. The adult learner will understand basic classroom process.
   - 1.1 Learner can respond to classroom commands.
   - 1.2 Learner can respond to common gestures.
   - 1.3 Learner can express lack of understanding, i.e., "I don't understand", "Please repeat", "Go slowly, please", "Excuse me".
   - 1.4 Learner can use "where" questions with a person, place, or thing.
   - 1.5 Learner can understand appropriate responses to the above questions, i.e., "here", "there", "over there", "downtown".

1.6 Learner can understand, use and respond to simple compound directions, i.e., "straight ahead", "turn left", "turn right", "upstairs", "downstairs", "go get the ----- and bring it here".

2. The adult learner will give personal information.

2.1 Learner can respond to questions when asked, i.e., "What's your first/last name?", "What's your birthday/age?", "Where are you from?", "Are you a refugee?".

2.2 Learner can write the above items and check, circle, underline, and/or "X" these or additional items on a form, e.g., male/female, Mr./Mrs./Ms./Miss, m/s/w/d.

2.3 Learner can spell name and address orally and/or be able to produce name and address.

2.4 Learner carries a card with name, address, phone number, English-speaking person to call in an emergency, e.g., sponsor, employer, teacher, neighbor, interpreter's name/address/phone number.

2.5 Learner can respond orally to: "Who's your sponsor?", "What is your sponsor's phone number?", "How much education do you have?", "What is your past work history?".

2.6 Learner can produce appropriate documents, i.e., social security card, I-94.

3. The adult learner will responsibly manage time/schedules/and appointments.

3.1 Learner knows that he/she is expected to come to class on time, take proper breaks and leave on time.

3.2 Learner can ask and answer the following questions: "What time is it?", "What day is it?", "When ---?".

3.3 Learner can understand and use the following expressions: Next week, next month, last week, last month, this month, etc., on Tuesday, etc., today, yesterday, tomorrow, now/later, --- days ago.

3.4 Learner can read the above and corresponding abbreviations.

3.5 Learner can read and write clock and digital clock time.

3.6 Learner can read and write the date in numbers in the correct order.

4. The adult learner will be able to use simple body language.

4.1 Learner can understand and use simple body language that corresponds to expressions of lack of understanding, i.e., "shsh", finger on mouth.

5. The adult learner will be able to make introductions.

5.1 Learner can perform introductions, i.e., "My name is ---", "This is my boss (teacher) ---".

5.2 Learner can retain the name of the person being introduced, i.e., "Hung, this is Mr. Smith. Hello Mr. Smith".

6. The adult learner will deal effectively with money.

6.1 Learner can recognize and compute the values of coins and bills.

6.2 Learner can read and understand the symbols related to money, e.g., $, ¢, $.05.[3]

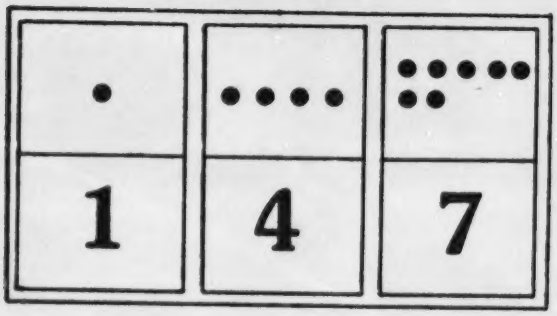
6.3 Learner can produce orally from memory the correct number from the above.

7. The adult learner will write numbers.

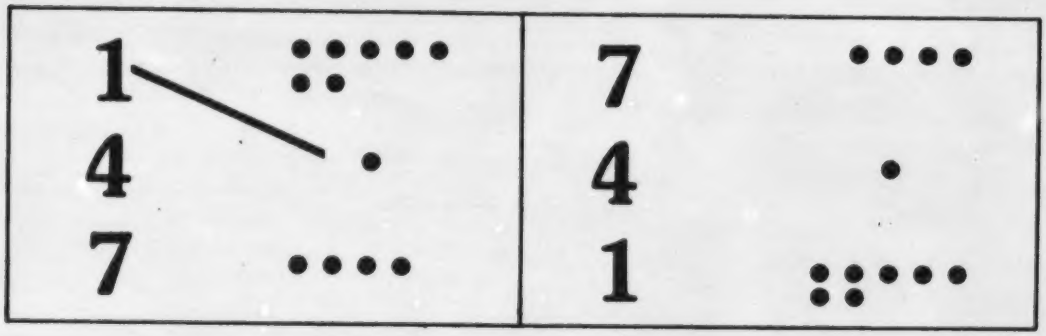
7.1 Learner can copy numbers.

7.2 Learner can take number dictation.

Numbers can form the basis for many successful pre-reading activities as well. The materials and activities described in this section were developed by Karen Hlynsky and have been used successfully at Chemeketa Community College, Salem, Oregon.[4]



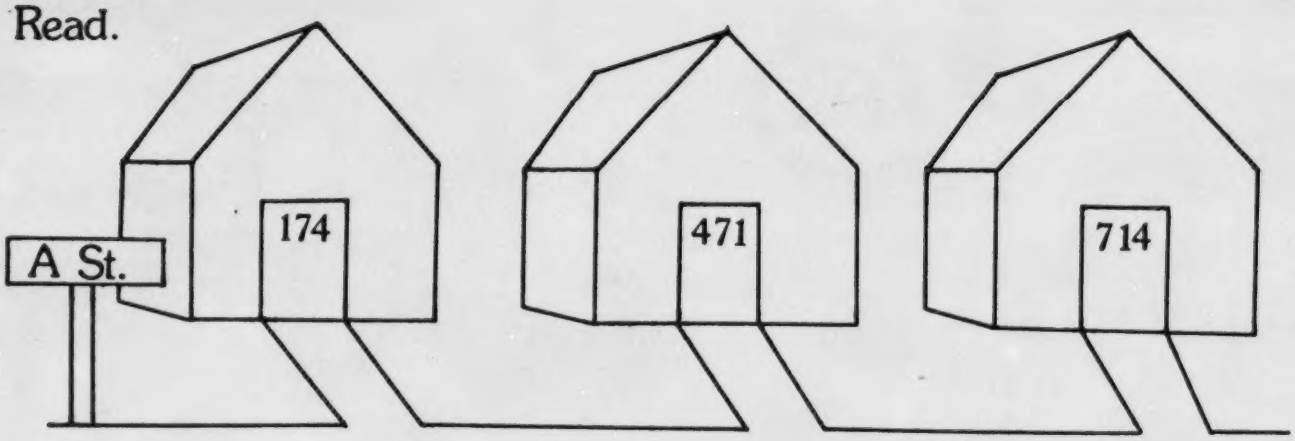
Draw a line.



Make an X.

•	X	4	7	X	X	4
••••	7	1	4	7	4	1
::••••	4	7	1	7	1	4
•	7	1	4	7	1	1
••••	4	4	1	4	7	7
::••••	1	7	4	7	1	7

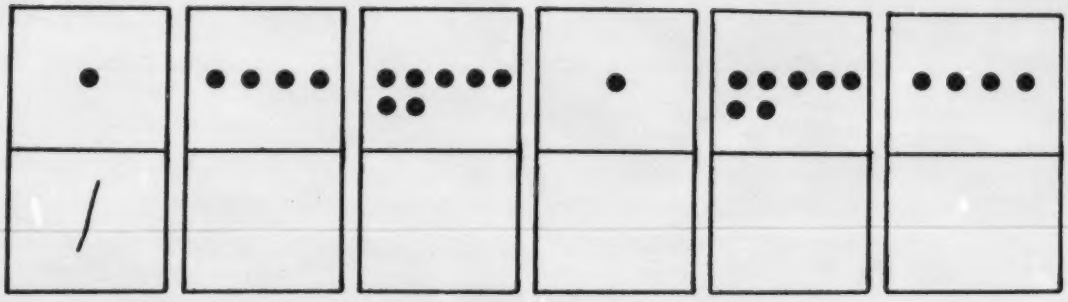
Read.



Write.

1	
7	
4	

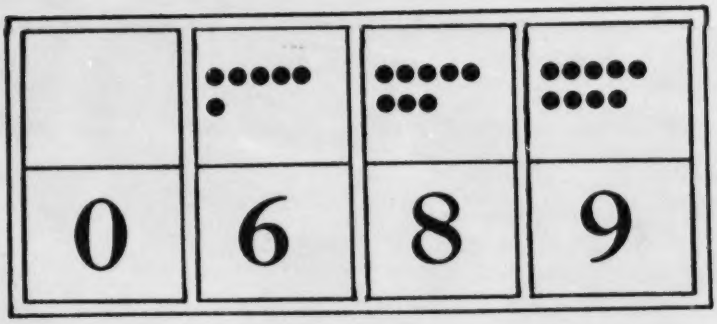
Write.



Copy.

174	

471	



Draw a line.

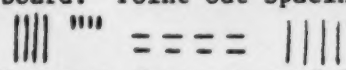
0	8	9	6
6	0	6	8
8	9	0	9
9	6	8	0

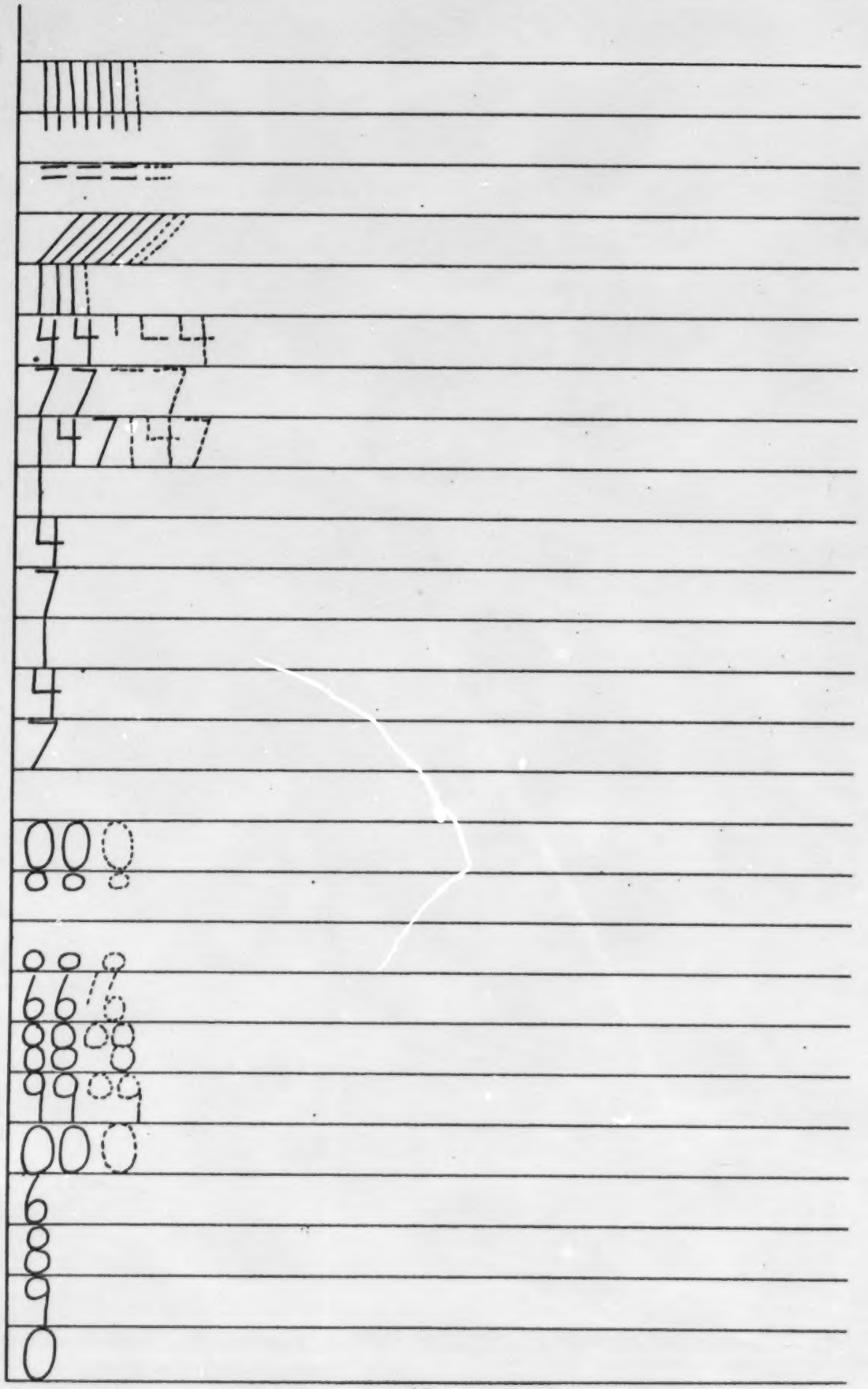
Make an X.

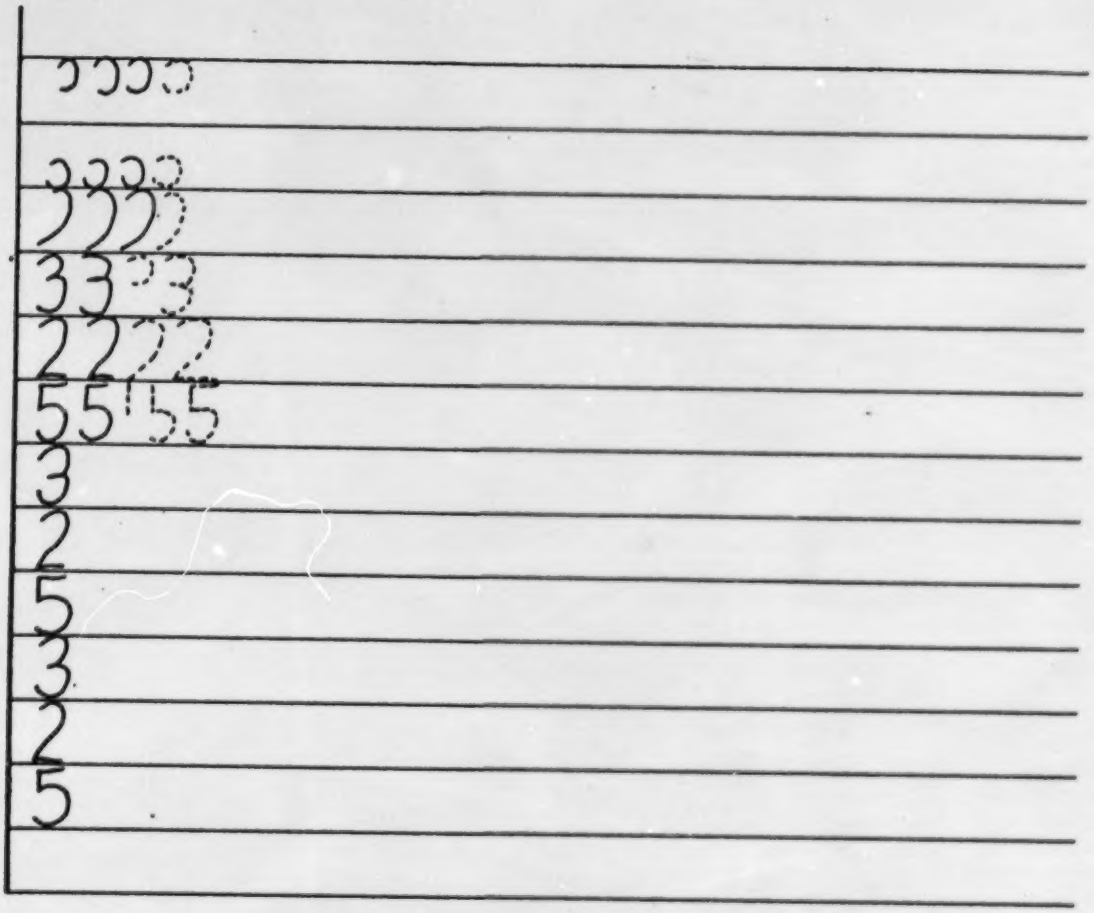
0	6	9	~~0~~	8	~~0~~	6
6	9	6	0	8	6	9
8	6	8	9	6	0	8
9	9	9	6	8	0	9

The introduction of writing skills in the preceding materials is a departure from the usual practice of teaching in the order of listening, speaking, reading and writing. Most pre-literate, non-literate learners have never been in a formal educational system. However, they bring to the classroom definite ideas about school and its purpose. They tend to regard literacy, both reading and writing, as the primary goal and do not often share the instructor's interest in the mastery of aural-oral skills as a prerequisite. Capitalize on this high motivation to write English. Indeed, most students will write regardless of whether or not they have been instructed to do so. By teaching the correct formation of numbers and letters early, high motivation is retained and many bad writing habits are reduced. Thus the desire to learn to write is satisfied. The learners are then more willing to allow the instructor to lead them from aural or oral to reading to writing in the acquisition of words and phrases.[5]

SUMMARY OF TEACHING NUMBER FORMATION

TEACHER	ACTIVITY/RESPONSE
1. Let's learn to write numbers.	1. Distribute lined paper and pencils.
2. Let's draw lines.	2. Draw a row of each of the following lines/strokes on board. Point out spacing.  Learners draw a row of lines/ strokes on paper.
3. Let's draw circles.	3. Draw a row of circles on board. Learners draw a row of circles on paper.
4. Let's draw the shape ↄ.	4. Demonstrate on board. Learners draw a row of ↄↄ on paper.
5. Let's make the number 1.	5. Demonstrate on board. Learners make a row of 1's on paper.
6. Let's make the number 4.	6. Demonstrate on board. Learners make a row of 4's on paper.
7. Let's make the number 7.	7. Demonstrate on board. Learners make a row of 7's on paper.
8. Let's make the number 6.	8. Demonstrate on board. Learners make a row of 6's on paper.
9. Let's make the number 3. (Follow with 2 and 5.)	9. Demonstrate on board. Learners make a row of 3's on paper.
10. Here is your homework.	10. Distribute wide-ruled paper.
11. Practice making the numbers 1, 4, 7. Make one row of these numbers. (follow with 6, 9, 8, 0.) (follow with 3, 2, 5.)	11. Learners make rows of numbers for next class session.





51

MINIMAL COMPETENCIES IN LETTER IDENTIFICATION

1. The adult learner will identify letters.
   1.1 When shown a letter, learner can say letter name.
   1.2 Given a letter, learner can identify as capital or small.
2. The adult learner will read (spell) letters.
   2.1 Learner can read (spell) letter names.
   2.2 Learner can spell name and address.
   2.3 Learner can spell name and address from memory.
3. The adult learner will write letters.
   3.1 Learner can copy letters.
   3.2 Learner can take letter dictation.[7]

WRITING

The following printing lessons were developed by Kay Kandrac-Pasa at Portland Community College. Non-literate and pre-literate learners can learn to use pen/pencil comfortably, to relate letter symbols to sounds and to develop recognition of letter symbols which are similar to those used in standard print format. A few basic strokes are used in combinations to make all letters. The stroke patterns are first traced and then made freehand on blank lines.[8]

1

Xx Xx Xx Vv Vv Vv Ww Ww Ww

Vv Ww Xx Yy Vv Ww Xx Yy

2

3

it it lit fit wit Z Z z zz Z

ill ill lill fill will u u full

it if it if fix fix fizz fizz

4

5

6

7

8

-c e L-t pp pet bet let yet

v v w wet vet jj g g jet get

-c-c e∧xit exit EXIT

9

10

11

12

13

14

SUMMARY OF TEACHING WRITING

TEACHER	ACTIVITY/RESPONSE
1. Let's learn to write.	1. Distribute lined paper. Distribute pencils.
2. Let's make lines.	2. Draw a row of vertical lines on board. Learners draw a row of lines on board.
3. Let's make circles.	3. Draw a row of circles on board. Learners draw a row of circles on paper.
4. Let's make the letter "m".	4. Demonstrate on board. Learners make a row of "m"'s on paper.
5. Let's make capital "M". We use capital "M" for names.	5. Demonstrate on board. Learners make a row of capital "M"'s.
6. Let's make the letter "s".	6. Demonstrate on board. Learners make a row of "s"'s on paper.
7. Let's make capital "S". We use capital "S" for names.	7. Demonstrate on board. Learners make a row of capital "S"'s.
8. Let's make the letter "a".	8. Demonstrate on board. Learners make a row of "a"'s on paper.
9. Let's make capital "A". We use capital "A" for names.	9. Demonstrate on board. Learners make a row of capital "A"'s.
10. Here is your homework.	10. Distribute lined paper.
11. Practice making the letters "M m", S s" and "A a".	11. Learners are to make one row of each group of letters.
12. Practice making the words "am", "Sam".	12. Learners are to make one row of each word.

The Alphabet

ORAL PATTERNS WITH WRITTEN FORMS

The non-literate, semi-literate, non-latic alphabetic limited English speaking adult learner is now ready to associate the basic oral patterns with written forms. The learner is taught structures and individual words using previously mastered materials. This involves training in sight-word identification.

Sight words in Literacy Training for limited English speakers are any words that have been mastered aural-orally by the learners, but not seen prior to presentation. The learner can be taught this "fit" via deliberately structured materials until he/she has mastered the identification of grapheme and phoneme. The use of color can be very useful in the teaching of sight words.

SIGHT WORD INSTRUCTION

A sight word is defined as one that has been mastered aural-orally but not presented visually in the classroom prior to this time. Sentence cards are an important component of sight word instruction. The cards are color-coded with questions one color and answers another.

Sentence cards are held by the instructor and shown to all learners. The instructor models the sentence, learners repeat. The instructor asks individual learners to read the sentence card, learners respond.

Sentence cards are then torn into component parts (words). The instructor models individual words, learners listen. The instructor asks learners to read individual words, learners respond. Word card(s) are given to individual learners. The process continues until each word (punctuation) card is distributed to learners.

Learners are asked to sequence word cards into sentence form. This can be done with a flannel board, chalk board, tack board, or even on the floor. Learners are asked to read the sentence. Sentences remain on display in the room for reentry practice.

The words sentence, question, period, question mark, word and contraction are used throughout the presentation. These terms must be taught in order for the learner to follow instructions. Definite articles (a, an, the) are always included with the noun when making word cards.

Form language needs to be taught as sight words. Most form language demands a physical or a written response. There is little need to reproduce the word in either an oral or written fashion. Most form language is written in capitals.

SUMMARY OF SIGHT WORD INSTRUCTION

TEACHER	ACTIVITY/RESPONSE
1. This is the question "How are you?"	1. Show sentence card. Learners listen and repeat three times.
2. This is the word "how".	2. Cut off "how" from sentence card.
3. Please read this word.	3. Show word card "how". Learners respond. Give word card to learner.
4. This is the word "are".	4. Cut off "are" from sentence card.
5. Please read this word.	5. Show word card "are". Learners respond. Give word card to learner.
6. This is the word "you".	6. Cut off "you" from sentence card.
7. Please read this word.	7. Show word card "you". Learners respond. Give word card to learner.
8. Let's make the question, "How are you?"	8. Ask learners to sequence question on flannel board.
9. After a question there is a question mark.	9. Put question mark after question.
10. Please read the question.	10. Point to question. Learners read in chorus and individually.
11. This is the answer "Fine, thank you."	11. Show sentence card. Learners listen and repeat three times.
12. This is the word "fine".	12. Cut off "fine" from sentence card.
13. Please read this word.	13. Show word card "fine". Learners respond. Give word card to learner.

14. This is the word "thank".	14. Cut off "thank" from sentence card.
15. Please read this word.	15. Show word card "thank". Learners respond. Give word card to learner.
16. This is the word "you".	16. Cut off "you" from sentence card.
17. Please read this word.	17. Show word card "you". Learners respond. Give word card to learner.
18. Let's answer the question "How are you?"	18. Ask learners to sequence answer on flannel board under question.
19. After an answer there is a period.	19. Put period after answer.
20. Please read the answer.	20. Point to answer. Learners read in chorus and individually.
21. Please read the question.	21. Point to question. Learners read in chorus and individually.
22. Please read the answer.	22. Point to answer. Learners read in chorus and individually.

MINIMAL COMPETENCIES IN SIGHT WORDS

1. The adult learner will read basic sight words related to his/her survival needs.
   - 1.1 Learner can read as sight words common form-language words requesting numbers as responses: i.e., TELEPHONE NUMBER, HOUSE NUMBER, APARTMENT NUMBER, ZIP CODE, DATE, SOCIAL SECURITY NUMBER, ALIEN REGISTRATION NUMBER, BIRTHDATE.
   - 1.2 Learner can read as sight words form-language, i.e., FIRST NAME, LAST NAME, CITY, STATE.
   - 1.3 Learner can read orally his/her own name and address.
   - 1.4 Learner can read and mark appropriately on a form male/female, M/F, Mr./Mrs./Ms./Miss.
   - 1.5 Learner can read days of the week, months and their abbreviations.
   - 1.6 Learner can read key survival words, i.e., MEN, WOMEN, BUS STOP, DON'T WALK, WALK, EXIT, ENTRANCE, DANGER, HOSPITAL, NO SMOKING.
   - 1.7 If appropriate, learner can read his/her bus number and symbol.
   - 1.8 Learner can read orally common sight words relating to his/her oral vocabulary, i.e., what, my, the, a, and.[9]

PHONICS

Phonics (sound-letter relationship) instructions are presented for common long and short vowels, common consonant blends, consonant digraphs and all consonants in initial positions. Key words are used in all presentations that relate to vocabulary known by the learners.

Each phonic lesson introduced are sound-letter relationship. The material is presented as rapidly as the learners can master the concepts. Letters are presented not in alphabetical order but according to language production consistency in an initial position according to the following order:

M, S, A, D, F, T

P, N, I, L, B, Z, C

G, H, E, J, R, V

K, W, U, Y, Q, O, X

The letter is printed on the chalkboard and identified by name. The instructors shows visual of key word and model word. Learners listen and repeat key word. The instructor identifies the initial sound and models other words containing the same initial sound. Learners listen and repeat. Instruction on the formation of the sound is given to learners. The name and sound of each letter is identified and drilled by the use of the key word.

Three by five letter cards are made by the teacher prior to presentation of the new lesson. Cards printed with the appropriate letter are distributed to the learners. The instructor models the words and the learners hold up the correct card if they hear the initial sound of the letter printed on the card.

The key words is printed on the chalkboard under the letter. Learners are asked to read key words in chorus and individually.

SUMMARY OF PHONICS INSTRUCTION

TEACHER	ACTIVITY/RESPONSE
1. This is the letter "m".	1. Print letter "m" on board. Learners listen.
2. This is a man.	2. Show visual. Learners listen and repeat three times.
3. This is the letter "m".	3. Point to letter "m" on board. Learners listen.
4. The sound of the letter "m" is /m/ as in the word "man".*	4. Learners listen.
5. M-an man M-iss Miss (m-ap map m-op mop m-uch much)	5. Teach learners to make the sound /m/. Model sound and each word separately. Learners listen and repeat three times.
6. What word has the sound of the letter "m"?	6. Learners respond (map, mop, much, miss) If learners have difficulty with the formation of the sound /m/, repeat steps 1-6.
7. What is the name of the letter?	7. Point to letter "m". Learners respond "m". Prompt, if necessary.
8. Listen to some words with the sound of the letter "m" as in the word man. MAN MY MISS MAP MOP MUCH	8. Learners listen.
9. Listen and repeat:	9. Model each word separately. Learners listen and repeat three times.
10. This is the letter "m"	10. Show 3X5 card with the letter "m" on it. Learners listen.
11. The sound of the letter "m" is /m/ as in the word "man".*	

* Extreme caution must be used in isolating the consonant sound. Relate the sound to the key word as soon as possible.

MINIMAL COMPETENCIES IN ASSOCIATING SPOKEN LANGUAGE WITH WRITTEN FORMS

1. The adult learner will associate spoken sentences with written sentences.
   - 1.1 Given a sentence already known orally by learner, learner can recite sentence as he/she looks at written sentence.
   - 1.2 Given a question and answer on a "sentence strip", learner can arrange strips in sequence and can read sentence aloud.
2. The adult learner will associate spoken word with written word.
   - 2.1 Given the words for known sentence on flash-cards, learner can arrange cards in proper sequence and read words (sentences) aloud.
3. The adult learner will associate sound with letter.
   - 3.1 Given word orally, learner can mark/point to letter that begins that word.
   - 3.2 Given word orally, learner can write letter that begins that word.
   - 3.3 Given consonant/vowel/consonant combination, learner can read word.
   - 3.4 Given survival word in learner's vocabulary, learner can read word based on initial consonant clue.[10]

LANGUAGE EXPERIENCE STORIES

A language experience story is developed from a shared experience by the learners. During the introductory parts of the lesson, learners may indicate an unusual experience that has happened to them. The teacher then asks the learners to tell the story. The teacher writes the story on the chalkboard, being careful to use only the vocabulary of the learners. Structure may be supplied, but otherwise the story is exactly as the learners tell it. A language experience story can be as short as two sentences. The story is then read aloud by the class. They may copy it for future practice (read to a tutor/paraprofessional). The teacher may copy it for inclusion in a "Our Stories" book for future reading practice. The experience story may be used as a basis for word attack skill practice at a future time.

SUMMARY OF TEACHING THE EXPERIENCE STORY

1. A picture collage or shared experience is selected by the student as a basis for the story. The teacher may make an assignment based on mastered material.
2. The student tells the teacher the story.
3. Write the story in manuscript exactly as the student tells it. Do not supply new vocabulary. Do help with structure. (Make a carbon copy of the story.)
4. Read the entire story to the student, pointing to individual words. Remember precision in pointing is very important.
5. Reread a sentence, pointing to the words. Then the student reads the sentence, pointing to the words. Do this until the entire story has been read.
6. Pick out the meaningful words in the story. You may wish to underline these words.
7. Write a word card (3x5 card, quartered) for each of the words selected.
8. Teach these words as sight words.
9. The student matches his word cards with duplicates in the story, reading each word.
10. You or the student mixes the cards, and the student reads word cards independently. If he has trouble, he may match the word cards again with the story until he knows several of them. Be satisfied with a reasonable number of words learned, depending on the student's ability and learning pace.
11. If all goes well, make word cards for the remaining words in the story. If the lesson has not gone smoothly, limit the teaching of words to those few that were first chosen.
12. The student may take his story (the original copy) and the word cards home with him for practice.
13. Type the story and duplicate it (double-spaced) for the students to read next time, or carefully write it in manuscript if no typewriter is available. Make up a set of word cards for yourself with all the words in the story.

14. These cards may become a part of the student's vocabulary card-pack, to be reviewed at your discretion.
15. The typed story may become the beginning of the student's own book.
16. Phrase cards for frequently occurring word combinations may be prepared based on later experience stories, such as "I will go", "it is", "we are", "up there".

Now that each phase of what should constitute an ESL literacy training program has been explained in some detail, here is a summary of the minimal competencies which, if followed, will lead the adult illiterate to functional literacy.

OREGON MINIMAL COMPETENCIES IN LITERACY TRAINING

1. Pre-reading
   - 1.1 The adult learner will understand concept of same and different.
     - 1.1.1 Learner can orally or through actions match two or more objects or pictures which are the same.
     - 1.1.2 Given three objects learner can point to two objects of the same color, shape and size.
     - 1.1.3 Given three objects learner can point to the object which is different from the others.
   - 1.2 The adult learner is familiar with left to right progression.
     - 1.2.1 Given a picture story of three or more pictures in left to right sequence, learner can point to correct picture as story is told.
     - 1.2.2 Given three pictures learner can sequence them from left to right as story is told.
     - 1.2.3 Given a symbol at the left of a page and a series of symbols aligned across the page, learner can mark the same symbol.
   - 1.3 The adult learner is familiar with sequencing from top to bottom.
     - 1.3.1 Given a series of exercises as in 1.2.3, learner can complete in order from top to bottom.

2. Number Identification

2.1 The adult learner will identify numbers.

2.1.1 Learner can orally count objects, pictures and symbols from 0-10.

2.1.2 Learner can point to correct number as the number is spoken.

2.1.3 Learner can match a given number of objects or pictures with the correct written number.

2.1.4 Learner can sequence numbers from 0-10.

2.2 The adult learner will read numbers.

2.2.1 Learner can read numbers written as numerals, i.e., 1, 2, 3.

2.2.2 Learner can read his/her own telephone number, house number, apartment number, zip code, social security number, alien registration number and birthdate.

2.2.3 Learner can produce orally from memory the correct number from the above.

2.3 The adult learner will write numbers.

2.3.1 Learner can copy numbers.

2.3.2 Learner can take number dictation.

3. Letter Identification

3.1 The adult learner will identify letters.

3.1.1 When shown a letter, learner can say letter name.

3.1.2 Given a letter, learner can identify as capital or small.

3.2 The adult learner will read (spell) letters.

3.2.1 Learner can read (spell) letter names.

3.2.2 Learner can spell name and address.

3.2.3 Learner can spell name and address from memory.

3.3 The adult learner will write letters.

3.3.1 Learner can copy letters.

3.3.2 Learner can take letter dictation.

4. Common Survival Symbols

4.1 The adult learner will recognize common symbols for everyday survival, health and economic needs.

4.1.1 When shown common symbol, learner can give an appropriate oral interpretation, i.e., lb., ft/in, $, ¢, : (as in time), poison, restroom symbols, ? . (question/answer), do not used in international road signs.

5. Basic Sight Words

5.1 The adult learner will read basic sight words related to his/her survival needs.

5.1.1 Learner can read as sight words common form language words requesting numbers as responses, i.e., TELEPHONE NUMBER, HOUSE NUMBER, APARTMENT NUMBER, ZIP CODE, DATE, SOCIAL SECURITY NUMBER, ALIEN REGISTRATION NUMBER, BIRTHDATE.

5.1.2 Learner can read as sight words form language, i.e., FIRST NAME, LAST NAME, CITY, STATE.

5.1.3 Learner can read orally his/her own name and address.

5.1.4 Learner can read and mark appropriately on a form male/female, M/F, Mr./Mrs./Ms./Miss.

5.1.5 Learner can read key survival words, i.e., MEN, WOMEN, BUS STOP, DON'T WALK, WALK, EXIT, ENTRANCE, DANGER, HOSPITAL, NO SMOKING.

5.1.6 Learner can read days of the week, months, and their abbreviations.

5.1.7 If appropriate, learner can read his/her bus number and symbol.

5.1.8 Learner can read orally common sight words relating to his/her oral vocabulary, i.e., what, my, the, a, and.

6. Form language

6.1 The adult learner will write basic number and words used in filling out forms.

6.1.1 Learner can copy hand-printed words from chalkboard and from a second sheet of paper.

6.1.2 Upon request learner can write following personal information: first name, last name, city, state, zip code, birthday, telephone number, social security number, alien registration number, date.

6.1.3 Given a familiar form, learner can complete form with correct personal information.

6.1.4 Learner can complete post office change of address card.

7. Spoken Language with Written Forms

7.1 The adult learner will associate spoken sentence with written sentence.

7.1.1 Given a sentence already known orally by learner, learner can recite sentence as he/she looks at written sentence.

7.1.2 Given a question and answer on a "sentence strip", learner can arrange strips in sequence and can read sentence aloud.

7.2 The adult learner will associate spoken word with written word.

7.2.1 Given the words for known sentence on flash-cards, learner can arrange cards in proper sequence and read words (sentence) aloud.

7.3 The adult learner will associate sound with letter.

7.3.1 Given word orally, learner can mark/point to letter that begins that word.

7.3.2 Given word orally, learner can write letter that begins that word.

7.3.3 Given consonant/vowel/consonant combination, learner can read word.

7.3.4 Given survival word in learner's vocabulary, learner can read word based on initial consonant clue.

It is hoped that the previously outlined procedures have clarified the literacy process of limited English speaking adult learners. Commercial materials, of which there are few, are not really necessary for the students. Time spent in preparation, a little ingenuity, patience, and an understanding of the process are all the literacy trainer needs to successfully lead his/her students to functional literacy.

NOTES

1. Oregon Minimal Competencies in Literacy Training, (Corvallis, Oregon: Oregon State University, 1980).

2. W. Haverson and J. Haynes, Modulearn ESL Literacy Program, (San Juan Capistrano, California, 1980).

3. Oregon Minimal Competencies, (Corvallis, Oregon: Oregon State University, 1980).

4. Karen Hlynsky is currently a refugee ESL teacher at Chemeketa Community College, Salem, Oregon 97301.

5. R. Kurzet, Oregon Literacy Training Competencies: A Handbook For Instructors, (Corvallis, Oregon: Oregon State University, 1980).

6. Adapted from materials and procedures used by Kay Kandrac-Pasa. Ms. Kandrac-Pasa is a refugee ESL instructor at Portland Community College, Portland, Oregon, 97219.

7. Oregon Minimal Competencies (Corvallis, Oregon: Oregon State University, 1980).

8. K. Kandrac-Pasa, Writing (Portland, Oregon: Portland Community College, 1980).

9. Oregon Minimal Competencies (Corvallis, Oregon: Oregon State University, 1980).

10. Oregon Minimal Competencies (Corvallis, Oregon: Oregon State University, 1980).

BIBLIOGRAPHY

Batchelor, Karen, Weiss, Monica, and Wigfield, Jack
"ESL Adult Literacy - Some Want to Read."
Classroom Practices in Adult ESL. Edited by
Donna Ilyin and Thomas Tragardh. Washington,
D.C.: TESOL, 1978.

Freire, Paolo
Education for Critical Consciousness. New York:
Seabury Press, 1973.

Fries, Charles C.
"Learning to Read English as a Part of the Oral Approach."
Readings in English as a Second Language. Edited by Kenneth
Croft. Cambridge, Mass: Winthrop Publishers, Inc., 1972.

_____
Linguistics and Reading. New York: Holt, Rinehart &
Winston, 1962.

Gattegno, Caleb
"On Literacy." Educational Solutions Newsletter,
Vol. V, No. 4, April, 1976.

Goodman, Kenneth S.
"Reading: A Psycholinguistic Guessing Game."
Journal of the Reading Specialist, Vol. IV, May, 1967.

Gough, Philip B.
"One Second of Reading." Language by Ear and by Eye:
The Relationship between Speech and Reading. Edited by
James Kavanagh and Ignatius Mattingly. Cambridge, Mass:
MIT Press, 1972.

Gudschinsky, Sarah
A Manual of Literacy for Pre-Literate Peoples. Dallas, TX :
Summer Institute of Linguistics, 1973.

Larick, James
"The Use of the Initial Teaching Alphabet in Teaching
English as a Second Language to Speakers of Spanish."
Literacy Discussion, Vol. 3, Sept.-Dec., 1972.

Lee, Doris M., and Allen, R.V.
Learning to Read Through Experience. Englewood Cliffs, NJ:
Prentice-Hall, 1966.

Strauch, Anne Ebersole
Methods and Materials for ESL Literacy.
Master's Thesis, University of California, Los Angeles, 1978.

Thonis, Eleanor W.
Teaching Reading to Non-English Speakers. New York:
Collier McMillan, 1976.

UNESCO
Literacy Teaching: A Selected Bibliography.
New York: Unipub., A Xerox Publishing Co., 1956.

UNESCO
Practical Guide to Functional Literacy: A Method of Training
for Development. New York: Unipub., A Xerox Publishing Co., 1973.

Wiley, Ann L.
Frank C. Laubach: A Comprehensive Bibliography.
Syracuse, NY: New Readers Press, 1973.